

Name/Date :

Social Studies 9 Unit 2 The British and North America

Unit 2 Project (project 3): Heritage Skill



What is something your ancestors (e.g. grandparents, or great-grandparents) did as a part of everyday life that doesn't get done anymore, or is more of a novelty now than a regular activity?

Do you know someone you could talk to about one of these "heritage skills"—maybe even learn the skill from? Where else could you learn about this skill?

Examples of Heritage Skills:

- Harvesting and preserving food (e.g. canning fruit, drying fish, making cheese, etc.)
- Making bread, jam or pasta from scratch
- Cooking meals over an open fire or baking bread in a stone oven
- Building a cedar-strip canoe or other type of wooden boat
- Build wooden furniture using hand-tools (no plugs or batteries!)
- Sewing and repairing clothing (even darning socks!)
- Spinning, knitting, weaving or quilting
- Weaving baskets or making bentwood furniture
- Harnessing a horse team and driving a buggy
- Leatherworking with hand tools to make a belt, saddle, or buggy whip
- Old-time dances (e.g. square-dancing)
- Generating power from a waterwheel
- Home-brewed beverages (beer, mead, brandy, etc)
- Tuning, stringing and playing a piano or guitar
- Building and maintaining a log cabin
- Roofing with slate, tile, thatch or cedar shingles
- Felling trees, bucking firewood, clearing land, or planting trees
- Milking cows, skimming cream and making butter—by hand
- Papermaking and bookbinding
- Carving with stone or knapping flint
- Candlemaking, or making and maintaining oil lamps

What to do for this project:

1. THINK...CHOOSE...PLAN!

Think about skills that are lost, forgotten, or not very common anymore. You do not need to choose off the above list; see me if you would like to choose something different. You can often find something specific by chatting with your parents, grandparents, or other older family members. Even some of your teachers are old enough to know about some of these skills.

2. GATHER EVIDENCE

You should either interview someone who knows the Heritage Skill you are investigating and/or gather evidence from books and Internet resources. I strongly recommend that you conduct an interview, as this connects you directly with the source and allows you to connect your own past (your OWN ancestors) with the present. Wherever you find your evidence, be sure to document your source(s) (be sure you know how to make a reference!) and explore the skill with depth, creativity and authenticity.

3. DESIGN A PRESENTATION

You might make a display for the class, a video, or even do a live demonstration. The format is up to you, but it should involve something the class can see, hear, touch, etc.

ADD DEPTH TO YOUR PROJECT by placing the skill in a historical context—where did it come from? What time period was it used? Why was it necessary? What did it replace? What replaced this skill? Did everyone practice this skill, or just certain people (who?)? How long did it take to learn?

You get the idea...keep asking questions about the subject, keep inquiring, and thinking of ways to answer your own questions.

TIMELINE:

Planning your project and gathering evidence will take place: _____

Preparing your presentation should take place: _____

Presentations/Displays: _____

Unit Test Date is END OF TERM 1: _____